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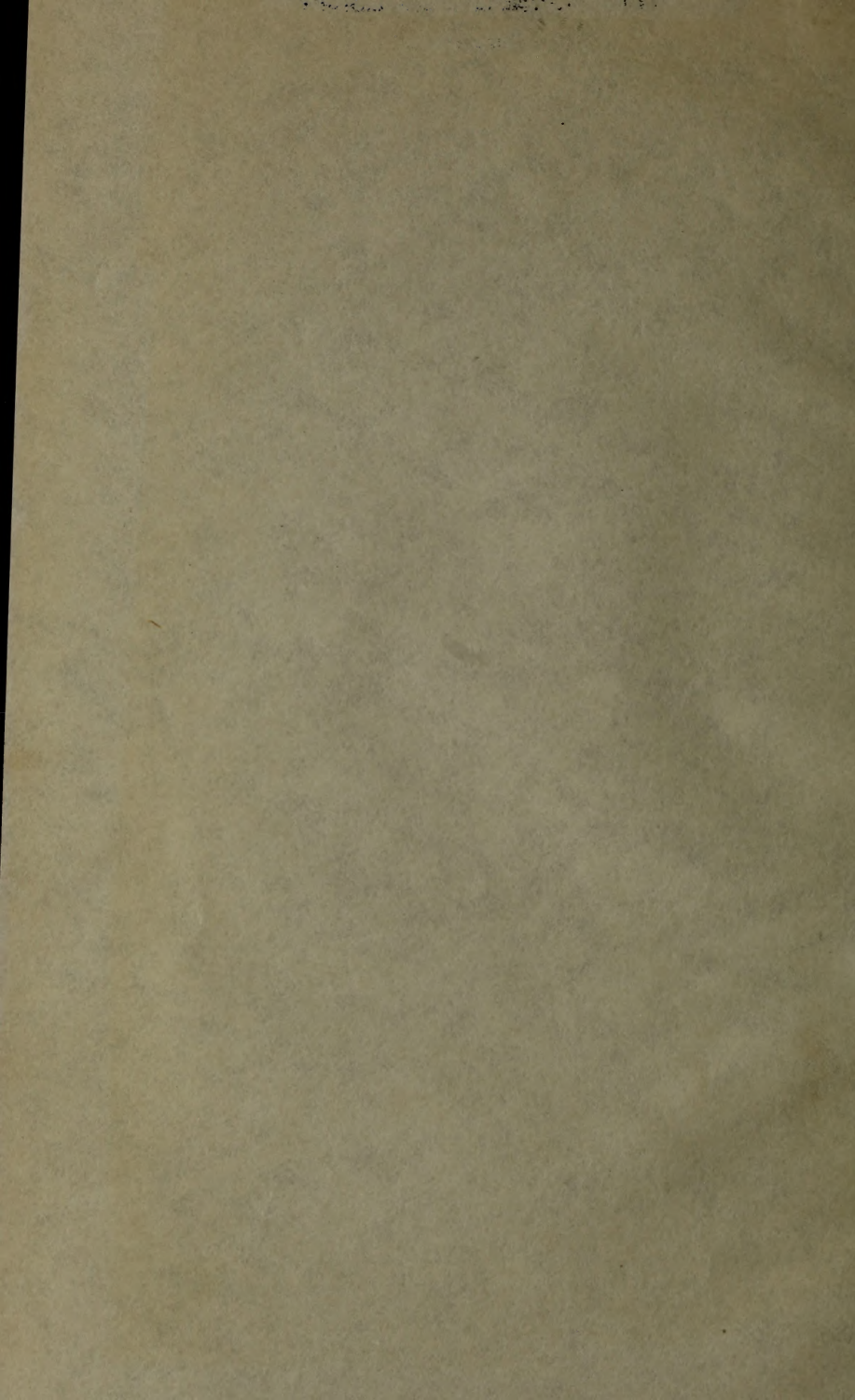
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A YEAR'S PROGRESS IN PUBLIC EDUCATION
AND THE WORK YET TO BE DONE

By

State Association of County Superintendents



BULLETIN No. 3.

ISSUED FROM THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

A YEAR'S PROGRESS IN PUBLIC EDUCATION
AND THE WORK YET TO BE DONE.

THE

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS,

NOVEMBER 11, 12 AND 13, 1903,

RALEIGH, N. C.

YEAR'S PROGRESS IN PUBLIC EDUCATION,
AND THE WORK YET TO BE DONE.

ANNUAL ADDRESS

BEFORE THE

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS,

RALEIGH, N. C., NOVEMBER 11, 1903,

BY

JAMES Y. JOYNER,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

(THIS ADDRESS IS PUBLISHED IN ACCORDANCE WITH A RESOLUTION
OF THE ASSOCIATION).

PROCEEDINGS

OF THE

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS,

NOVEMBER 11, 12 AND 13, 1903,

RALEIGH, N. C.

RALEIGH:

E. M. UZZELL & Co., STATE PRINTERS AND BINDERS.

1903.

The County Superintendent, unless providentially hindered, shall attend continuously during its session the annual meeting of the State Association of County Superintendents, and the County Board of Education of his county shall pay out of the county school fund his traveling expenses, and allow him his *per diem* while attending said meeting: *Provided*, that County Superintendents employed on salary shall not receive any *per diem* while in attendance on this meeting.—*Sec. thirty-nine, Public School Law, nineteen hundred and three.*

A YEAR'S PROGRESS IN PUBLIC EDUCATION, AND THE WORK YET TO BE DONE.

My Friends and Co-workers:

I bid you a cordial welcome to this second annual meeting of the State Association of County Superintendents. I congratulate you and the State that since our last meeting the permanency of this annual gathering for conference with each other and with the State Superintendent has been assured by an amendment to the law making provision for the payment of your expenses and imposing upon you the duty of continuous attendance at this meeting. We have met again to take counsel together about our common work and to discuss ways and means of doing it better.

To us has been committed the chief direction of the most vital and far-reaching work of the State to-day—work that more than any other has bound up in it the prosperity, the progress, the happiness, the hope, the peace, the liberty, the very life of the people of this great Commonwealth. Equality of opportunity is the only foundation upon which a true republic can be built or can safely rest. Equality of opportunity is an impossibility—an iridescent dream in the twentieth century—without equality of opportunity for education. Equality of opportunity for education for all the people is an impossibility without public schools. In these immortal words has been written into our Constitution the declaration of the dignity of knowledge and the necessity of education: “Religion, Morality and Knowledge being necessary to good government and the happiness of mankind, schools and the means for education shall forever be encouraged.” Nowhere can be found a more concise and comprehensive statement of the trinity that fosters good government and happiness and

of the means for fostering this trinity. Public schools are the only hope of diffusing among the masses of the people the third of this immortal trinity. At a much earlier day, while the fires of liberty were still burning on the altars of our ancestors' hearts, and the precious price of it was still vivid in their memory, this clause was written into their declaration of rights: "The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right." Public schools are the only hope, the only constituted means of extending this privilege to all the people and of enabling them to enjoy this legal and natural right.

To you men, you County Superintendents, more than to any others in this great State, has been entrusted the making or the marring of the public schools. Upon you more than upon any others must rest in the very nature of things the responsibility of their success or failure. You cannot shirk this responsibility if you would; you ought not, if you could. It is meet, therefore, that you should magnify your office and seek and use every opportunity to fit yourselves for the successful discharge of such a responsibility.

In such a gathering as this, where you may confer with each other, compare experiences, exchange ideas about your difficult and delicate work, give and get sympathy and inspiration for your arduous tasks, is to be found, it seems to me, one excellent opportunity for getting information and stimulation for the more successful discharge of your duties. I am persuaded, therefore, that every one of you will make the most of this meeting by prompt attendance and free participation in all the discussions, getting from your co-workers all that they can give to help you and giving to them all that you can give to help them. As for myself, I count it a great privilege to have this opportunity of meeting face to face the men without whose helpful support I am helpless in the execution of laws and plans for the education of this generation of North Carolina children. I need your counsel and advice.

I need your comfort and your cheer. For to me, as to you, come days of darkness when the star of hope is obscured by the clouds of disappointment at the failure of cherished plans and the shattering of cherished ideals. 'Tis sweet to feel in these dark hours that yonder in the counties are men of loyal hearts, firm purpose, and unflinching courage—my friends—working at the same great task for the accomplishment of the same great end.

Every great thing is a growth. Most great things are slow growths. As we work away at our separate tasks, in our separate spheres, in our separate counties, day by day, the growth seems so slow, and the work accomplished so small, that we are in danger of becoming discouraged, unless, sometimes, we stop to take a glance at the accumulated work wrought out in longer periods of time through the combined efforts of many men working at a common task in larger spheres of action.

For your encouragement, therefore, I deem it proper that I should give you a brief review of the educational work of the year, accomplished through the combined efforts of the educational workers of the State. There has been healthy and hopeful progress in consolidation of districts, in local taxation, in building and improving school-houses, and in every department of our work.

LOCAL TAXATION AND CONSOLIDATION.

Since our last meeting in November, eighty-eight new local tax districts have been established in North Carolina, most of these in rural districts or in villages containing less than five hundred inhabitants. This makes the total number of local tax districts one hundred and seventy-four. There are now local tax districts in sixty-three counties of the State, reaching from Dare to Cherokee. Dare with eighteen, Guilford with seventeen, Alamance with nine, lead the State. When we remember that as late as 1901 there were only

forty-four local tax districts in the entire State, making an increase of one hundred and thirty in two years, one hundred and twenty-four of these distinctly rural, there would seem to be no cause for discouragement. When we remember, also, that these districts are scattered from the mountains to the sea, and that every district established under favorable conditions becomes a standing object-lesson for the establishment of others, may we not hope for such a multiplication of local tax districts within the next few years as will make possible a good school in every district of reasonable size in the State?

During the year ending June 30, 1902, the decrease in the number of districts by consolidation was 179. During the year ending June 30, 1903, the decrease in the number of districts by consolidation was 378, making a total decrease of 557 in two years. This would indicate a healthy growth of sentiment in favor of consolidation. I think it encouraging, also, that the decrease in the number of districts for this year was more than double that for the preceding year. At the same rate of progress, we may reasonably hope at no very remote time to be well rid of most of the unnecessary small districts in the State. Nothing succeeds like success. Every successful example of local taxation or consolidation becomes an argument more powerful than speeches or pamphlets for the adoption of these by other communities. We need not be discouraged if we make haste slowly with a conservative people in matters of this sort. We need but to be patient and wise and persevering.

The agitation for local taxation and consolidation of districts is still going on in many districts in many counties. I have been notified of elections on local taxation to be held soon in some of these districts, and of many more to be held next spring. There has been a number of consolidations since the July reports of the County Superintendents of which I have no accurate account, but I am constantly receiving from

County Superintendents information of consolidation of districts and invitations to speak to interested communities on this subject and on local taxation.

SCHOOL-HOUSES.

During the year ending June 30, 1903, 347 new school-houses were built, as against 329 during the preceding year and 108 during 1901. During the past two years, then, 676 new school-houses have been built, more than one school-house for every day in the two years, Sundays excepted. The expenditures for new houses during the school year of 1903 were \$140,495, as against \$89,543 in 1902 and \$56,207 in 1901, making the expenditures for new houses in 1903 \$60,952 more than those in 1902 and two and one-half times those in 1901. The total reported value of school property in 1903 is \$1,629,803, as against \$1,466,760 in 1902 and \$1,153,311 in 1901, showing an estimated increase of \$263,143 in value of school property during this school year and an increase of \$476,492 during the past two years. During the present school year the number of school districts without houses has been reduced from 822 to 527, a decrease of 305. In addition to the new houses built many old houses have been repaired and enlarged and better equipped. The new houses built have been of a much better character than those heretofore erected. The last Legislature, as you know, wisely amended the school law so as to give the County Boards of Education control of the building of houses and to forbid the spending of any money on any house that was not built in accordance with plans approved by the Board and the State Superintendent of Public Instruction. This amendment will work a revolution in the character of school-houses in North Carolina. As you know, pamphlets have been sent out containing plans for school-houses from one to eight rooms, prepared by skillful architects in accordance with approved principles of school architecture and well-

established laws of light, heat, ventilation and health. These plans are subject to all reasonable modifications as to size and cost that do not violate these well-established principles and laws. Most of the houses that have been built since these pamphlets were sent out and this amendment was passed have been built in accordance with the plans contained therein.

The building, improvement and equipment of school-houses has been greatly stimulated and facilitated by the Loan Fund established by the last General Assembly. We were, however, unable to make any loans from this fund until August, 1903, so that most of the houses built with the aid of this fund have been built since June 30, 1903, and are not included in the figures given above for that year. In reporting the progress of the year under this head, a report on the Loan Fund for school-houses up to the present date should perhaps be included; \$68,311 of the fund has been lent to 60 counties for 177 districts, securing the building of houses valued at \$172,470. There is still \$45,689 of this Loan Fund immediately available and a hundred thousand dollars of the fund in the form of a State bond, payable in three years. As you know, this is a permanent loan fund. One-tenth of all loans made, together with four per cent. interest, will be repaid annually by the county and the district to which the loan is made, to be lent to other counties and districts or to districts in the same counties needing aid. It is certain, therefore, that the report for the year ending June 30, 1904, will show a large increase over all preceding years in the number of new houses built, a corresponding improvement in the character of the houses built, and great improvement, also, in the equipment of old and new houses.

At this rate of progress in the building of new houses and the improvement and equipment of old houses, with the noticeable growth in public sentiment for better houses and better equipment, with the rapid and ever more rapid spread-

ing of local taxation and consolidation of districts, with the aid of a permanent loan fund of more than \$200,000, with one-tenth of the same, plus four per cent. interest thereon, available every year, it does seem that we may reasonably hope to secure, within reasonable time, a comfortable, well-equipped public school-house in every community, of which the State, the county and the community need not feel ashamed. Let us work together to this end, for this question of better school-houses and grounds lies at the basis of all real and permanent progress toward better schools.

WOMAN'S ASSOCIATION FOR THE BETTERMENT OF PUBLIC SCHOOL-HOUSES AND GROUNDS.

In this work of building and improving public school-houses and beautifying the grounds much valuable aid has been rendered in many counties by the Woman's Association for the Betterment of Public School-houses and Grounds. We shall have the pleasure of hearing from the president of this association during our meeting, so I need not detain you with any detailed report of its work. I desire, however, for you and for myself, to make this public acknowledgment to these patriotic women of our sincere thanks for their unselfish labors in behalf of the public schools, and to bespeak for them your active help in all their commendable work.

RURAL LIBRARIES.

One of the most important factors in the upbuilding of the public schools is the establishment of rural libraries. I am glad to report that every one of the 500 rural libraries, whose establishment was made possible by the \$5,000 appropriated for that purpose by the Legislature of 1901, has been established. As you know, the Legislature of 1903 very wisely appropriated an additional \$5,000 for the establishment of new rural libraries upon the same terms as heretofore, and \$2,500 for supplementing and enlarging the libra-

ries heretofore established. Under the new act, 100 new libraries and 15 supplementary libraries have already been established. The schools have just begun to open, and there has been small opportunity to push the establishment of the new and of the supplementary libraries since the adjournment of the last Legislature. It will be seen, therefore, that under the circumstances the progress made in the establishment of these is very encouraging. Let me urge you to give the establishment of these new libraries your prompt and active attention as soon as you return to your homes. With your co-operation, I have no doubt that the remaining 400 new libraries and 485 supplementary libraries can easily be established before the meeting of the next Legislature.

Permit me, also, in passing, to urge you to give your personal attention to the management, use and preservation of these libraries. I have had prepared blank record books for these rural libraries in which the information desired for the reports from each library can be easily and simply kept. These books will also enable each librarian to keep track of the books, and each superintendent, upon his visit to the school, to ascertain how the library is kept and the use that the children are making of the books. The value of these libraries and the continuance of the appropriation for them will depend largely upon the wisdom of their management by superintendents, teachers and librarians. Properly managed, they will prove an invaluable adjunct to the public school and a blessing to the entire community in which they are established. Under such management we may safely predict that the appropriation for them will continue until every public school in North Carolina that will comply with the law may have a rural library. I wish to urge you to require accurate reports of every library in your county every year. These reports will be easily obtained, as I have indicated, through the use of the record books and the blanks that will be sent to you.

The reports from these libraries for last year showed an average of about eighty books to the library, so that it is safe to say that there are not less than 50,000 volumes in the 600 rural libraries in the State. Sixty-five of the counties of the State have taken their full list of six libraries under the old law, ten counties have already taken their full limit of twelve libraries. The following counties only have no libraries: Alexander, Carteret, Clay, Jones and McDowell. The following counties have only one library: Bladen, Ashe, Hertford and Pender. There are, then, some libraries in 92 of the 97 counties of the State.

TEACHERS' SALARIES AND LENGTH OF SCHOOL TERM.

I am glad to be able to report that during this year we have reached the high-water mark in the history of the State in the average length of term of the public schools, making an average of 16.7 weeks. I have no doubt that under a proper apportionment of the second hundred thousand dollars for bringing school terms in weak districts to four months, in accordance with the amended law, for the discussion of which we have an appointed hour on this programme, we shall be able to increase this school term this year at even less expense to the State. I shall need the wise and careful co-operation of County Superintendents and County Boards of Education in the apportionment of this special appropriation and in the enforcement of the new law appropriating it. I shall have opportunity to confer with you more fully about this, however, later.

I am glad to be able to report, also, that during the present year the high-water mark was reached in the average salary of teachers. The average salary of white school-teachers being \$28.36, and the average salary of colored school-teachers being \$22.63, an increase of \$1.58 per month in the salary of white teachers and of 44 cents per month in the salary of colored teachers.

THE CAMPAIGN FOR EDUCATION.

Through the generous aid of the Southern Education Board the campaign for education has been successfully carried on under the direction of the Campaign Committee for the Promotion of Public Education in North Carolina, consisting of Dr. Charles D. McIver, District Director of the Southern Education Board, Governor Charles B. Aycock and the State Superintendent of Public Instruction, with Professor E. C. Brooks as Secretary. Sixty-six counties have been covered by this campaign. Thirty-four speakers have taken part in it, among these, representative teachers, editors, lawyers, preachers, business men, public officials and others. Great good has been accomplished by this campaign in helping to secure local taxation and consolidation of districts and in the education of public sentiment along all the lines of our work for public schools.

This campaign has also stimulated and helped another campaign even more potent than it, quietly carried on in many communities by County Superintendents and local speakers, and, best of all, by influential, earnest, patriotic, private citizens in their communities, as they go in and out among their people, by the fireside, around the church door, around the store, on the public highway, in the quiet fields. You County Superintendents must help us to carry this campaign into these places and to enlist in it more such men and women as these. Mighty revolutions are always noiseless revolutions. This is the sort of revolution in education that we need, must have, and shall have in North Carolina. Such a revolution can be wrought, however, in the minds and hearts of the masses only through the quiet, silent influence and patient, persistent efforts of their neighbors.

HELPFUL LEGISLATION.

Through the public school law and the pamphlets on the loan fund and the rural libraries you have already been

familiarized with the helpful legislation for public schools enacted by the last General Assembly. As we shall have an opportunity of discussing most of this more at length later in the meeting, I need not now detain you with a discussion of it. I will simply say in passing that, in my opinion, we could not reasonably have expected more favorable legislation, and that the proper enforcement of the laws enacted will result in great benefit to the public schools. I deem it but just to say that, so far as I was able to discern the spirit of the last Legislature, it was appreciative of public education and favorable to all reasonable legislation for its advancement. It was somewhat remarkable, I think, that every important educational bill went before the two houses of the Legislature with the unanimous support of the Joint Committee on Education, and that no important bill introduced failed to pass.

WORK TO BE DONE.

SCHOOL-HOUSES.

I feel that in the work of the year is to be found cause for gratitude and encouragement, yet sometimes, as I look to the future, I am almost appalled with the contemplation of the magnitude of the work yet to be done. It may be well for all of us to pause here and consider for a few moments some of this work. There are still 527 houseless school districts to be supplied with houses. There are 719 log houses and scores of old frame houses unfit for use to be replaced. There are hundreds of old houses to be repaired, enlarged, equipped and beautified. Some conception of the work still to be done in improving and replacing old houses may be formed from the following facts and figures: Applications for aid from the loan fund reveal that 135 houses replaced by the new houses built by the aid of these loans were valued at from \$4 to \$150 each—114 of these being valued at less than \$50 each. The Superintendents' reports for 1903 reveal that the average value of public school-houses for the entire State, including grounds and equipment, and including also the costly public school-buildings of many of the cities and towns, is only \$210. In many counties the average value is less than \$125, and in some less than \$60. These figures speak with tragic eloquence of the vast work still to be done in building and improving public school-houses.

SCHOOL DISTRICTS.

There are still about 2,500 white school districts that have less than 65 children of school age. Hundreds of these small districts are still unnecessary and should be abolished by consolidation. There are many other districts containing more

than sixty-five children, but of small territory that, for economy and for the efficiency of the schools, ought to be consolidated. There are still 5,370 white districts and 2,346 colored districts, and the average size of the white school district in the State is only 8 9-10 square miles. So that the work of consolidation, as you may readily see, is scarcely more than well begun.

LOCAL TAXATION.

There are still only 174 local tax districts in the entire State. After the total number of school districts has been reduced by consolidation to the minimum, consistent with the right of every child to be within reasonable reach of some school, there will still remain hundreds and even thousands of school districts that cannot have schools adequate in houses, teachers, term and equipment to the educational demands of the age without supplementing the school fund in those districts by local taxation; so that, as you may readily see, the work of local taxation is scarcely more than well begun.

SCHOOL-TEACHERS.

The average monthly salary of white teachers is still only \$28.36, and the average annual salary only \$118.40. It is a simple business proposition, manifest to every sensible man, woman or child, that the teachers and the schools cannot be materially improved until some means shall be found for materially increasing these salaries.

COUNTY SUPERVISION.

The average salary of the County Superintendents of the State is \$419.51, as against \$355.55 in 1902. Three counties pay superintendents less than \$100 a year; seventeen counties less than \$200 a year; thirteen counties less than \$300 a year; nineteen counties less than \$400 a year. During the year there has been an encouraging increase in superintendents'

salaries and a corresponding increase in their duties and in the time required of them. It is a proposition so plain that he who runs may read that without better salaries to the superintendents more competent supervision cannot be secured, and that without more competent supervision the schools and teachers will not materially improve. The most competent superintendent cannot properly supervise his schools and direct the educational work of his county without devoting most of his time and thought and energy to his work. No superintendent can afford to do this long unless the compensation is sufficient to give him at least a living for himself and his family. I am glad that the amendment to section 44 of the Public School Law increases the compensation of County Superintendents and makes it possible for the County Boards of Education in at least thirty-one counties to pay such a salary as ought to command a competent man for this work and enable him to devote the necessary time to it. There is still much work to be done in educating County Boards of Education to see the wisdom of taking advantage of this amendment. I am glad to be able to report that several counties have already availed themselves of it to put good superintendents in the field all the time at reasonable salaries.

ILLITERACY AND ATTENDANCE.

The United States Census of 1900 shows 175,645 white illiterates over ten years old in North Carolina—19.5 per cent. of white illiteracy. I have no doubt that this per cent. has been considerably decreased during the past three years. For your encouragement, I should perhaps state that the census reports show the per cent. of illiteracy to have been, in 1880, 31.5 per cent.; in 1890, 23.10 per cent.; so that, since 1880, we have reduced it 12 per cent., and since 1890, 3.5 per cent. The per cent. of negro illiteracy is even much larger. The percentage of illiteracy is still appalling, and suggests, especially in view of the possible disfranchisement of thou-

sands of white voters, a stupendous work to be done in removing this illiteracy before 1908. My report for the past year shows 161,797 white children of school age not enrolled in the public schools. A comparatively small number of these were enrolled in private schools. A large number of them, between the ages of sixteen and twenty-one years, had either completed the course of study in their public schools, or were compelled to stop permanently to work. With these exceptions, every one of the others is on the straight road to illiteracy and disfranchisement, and can be saved from both only by the earnest efforts of all friends of public education in improving the public schools and in bringing the children into them. I am glad to be able to report an increase in the enrollment of the rural public schools and an increase of 10,100 children in the average daily attendance of the white rural schools. This is an increase of at least six per cent. in the average daily attendance of the white schools during the past year. The increase in average daily attendance in the white schools has never before been approximated in North Carolina. Ten thousand one hundred more white children attending the public schools daily in 1903 than ever before—this is the most practical and substantial evidence of an awakened and abiding interest in education that has yet been presented in any report of the public schools of the State. Let us thank God and take courage! The work still to be done before this blot of illiteracy can be removed from the fair name of our State, which yet remains next to the last in the column of white illiteracy, should arouse to renewed effort every man and every woman in whose bosom still flickers a single spark of pride and patriotism.

THE COUNTY SUPERINTENDENT THE REAL STRATEGIC POINT
IN ALL THIS WORK.

Permit me now to discuss briefly your relation as County Superintendent to the continuation of the commendable work

so well begun, and to the accomplishment of the infinitely greater work still undone. The more I learn of the educational work of the State, through the discharge of my official duties in my office and in my visitations and field work, the more clearly I see that the real strategic point in all this work to-day is the County Superintendent. The work of the State Superintendent must be done and his plans executed largely through the County Superintendent. The work of the County Board of Education must be carried on and its plans executed largely through the County Superintendent. The work of school committeemen will not be done properly without the stimulation and the direction of the County Superintendent. No proper standard of qualification for teachers can be maintained and enforced under our law except by the County Superintendent. No *esprit de corps* among the teachers can be awakened and sustained save by a County Superintendent, in whom it dwells. No local and permanent plans for the improvement of the public school-teachers, through County Teachers' Associations, Summer Institutes and Schools, can be set on foot and successfully carried out save under the leadership of a live County Superintendent. All campaigns for the education of public sentiment on educational questions and for the advancement of the work of public education along all needful lines are doomed to failure, or at least to only partial and temporary success, without the active help and direction of a superintendent knowing his people, knowing the conditions and needs of the schools of his county, knowing something of the prejudices and preferences of the different communities, endowed with tact, wisdom, common sense, character, grit, and some ability to get along with folks, and enjoying the confidence of teachers, officers, children and patrons. Upon the County Superintendent, mainly, must depend the bringing together of all those forces in the county—public and private, moral and religious, business and professional—that may be utilized for the advancement

of the educational work of the county and for the awakening of an educational interest among all classes of people, irrespective of poverty or wealth, religion or politics. For this work of educating the children of all the people is too great a task to be wrought out by any part of the people. No real county system, composed of a large number of separate schools, unified and correlated in their work, each pursuing a properly arranged and wisely planned course of study in the subjects required, and the whole system fitting into its proper place in a great State system, can be worked out save through the aid of a County Superintendent with an adequate conception of his work and with an ability to do it.

What I have said about the work still to be done for public education in North Carolina, and about the relation of the County Superintendent to that work, will serve to suggest to you, I trust, your high mission and your great responsibility and to impress upon others the value and importance of your office. May we not hope that at no distant day the salary attached to so important an office may be sufficient in every county to employ trained and competent men for all their time, to unfetter the earnest, competent men already engaged in the work, so that they may have a chance to do their best work and show what is in them, and to justify men in the coming years to place themselves in special training for this special work.

In conclusion, I desire to return to you my heartfelt thanks for your cordial co-operation in all my work for the past year, for the many courtesies that you have shown me, for your uniformly kind and prompt responses to my letters, requests and official directions, for the encouragement and inspiration in my work that you have given me by word and letter. It has never been my pleasure to work with a more congenial, earnest, honest and responsive body of men.

PROCEEDINGS
OF THE
STATE ASSOCIATION OF COUNTY SUPERINTENDENTS
OF
NORTH CAROLINA,

IN THE HALL OF THE HOUSE OF REPRESENTATIVES,
RALEIGH, N. C., NOVEMBER 11TH, 12TH AND 13TH.

MORNING SESSION.

The Association was called to order by State Superintendent J. Y. Joyner at 11 o'clock. The roll was called and eighty County Superintendents answered to their names. State Superintendent J. Y. Joyner was unanimously elected President; Superintendent John C. Scarborough, of Hertford county, Vice-President, and Superintendent W. G. Gaither, of Perquimans county, Secretary for this meeting.

Upon motion, the President named the following committees:

On Permanent Organization—Superintendent W. H. Ragsdale, of Pitt; Superintendent C. W. Massey, of Durham, and Superintendent T. A. Sharpe, of Guilford.

On Resolutions—Superintendent John C. Scarborough, of Hertford; Superintendent R. F. Beasley, of Union, and Superintendent James A. Butler, of Iredell.

On Obituaries and Resolutions.—Superintendent C. W. Howard, of Lenoir; Superintendent J. A. Anthony, of Cleveland, and Superintendent R. A. Sentell, of Haywood.

Vice-President John C. Scarborough was then called to the chair and announced the first speaker on the programme.

ADDRESS BY THE PRESIDENT.

Subject: A YEAR'S PROGRESS IN PUBLIC EDUCATION AND THE WORK YET TO BE DONE.

At the close of the address a resolution was carried unanimously that the State Superintendent publish the address in full in a neat pamphlet and send to each County Superintendent and to every member of the County Board of Education.

AFTERNOON SESSION, 2:30 P. M.

The Association was called to order by the President, and the programme was taken up in the following order:

1. How Local Taxation was Secured for Every District but One in Dare County—Superintendent B. G. Crisp, of Dare.

2. What the County Superintendent Can Do to Secure Consolidation and Local Taxation. Discussion led by Superintendent T. A. Sharpe, of Guilford, and Superintendent W. S. Long, of Alamance.

3. General Discussion, led by Superintendent R. J. Cochran, of Mecklenburg.

4. Teachers' Institutes. Discussion led by Superintendent Y. D. Moore, of Caldwell, and Superintendent W. H. Ragsdale, of Pitt.

5. General Discussion of Institutes and other Means for Improvement of Teachers—Superintendent J. D. Hodges, of Davie.

6. Township Meetings and Educational Gatherings. Discussion led by Superintendent R. B. White, of Franklin, and Superintendent R. W. Askew, of Bertie.

EVENING SESSION, 8 P. M.

1. Visitation of Schools by County Superintendents, and How to Make It Most Helpful. Discussion led by Superintendent Charles H. Mebane, of Catawba.

2. General Discussion.

3. Life and Character of Calvin H. Wiley—Professor R. D. W. Connor, Wilmington, N. C.

4. The Superintendent's Record, the Teacher's Record and the Library Record. Discussion of Superintendent's Record—Superintendent E. Leff Wagoner, of Alleghany. Discussion of Teacher's Record—Superintendent J. W. Hays, of Wilson. Discussion of the Library Record—Superintendent C. C. Wright, of Wilkes.

At the close of Professor Connor's address on the life of Calvin H. Wiley, it was moved and carried unanimously that Professor Connor prepare a short declamation from his address, and that the State Superintendent of Public Instruction be requested to publish the same in the programme of exercises for North Carolina Day.

THURSDAY, NOVEMBER 12, 10 A. M.

The Association was called to order by the President. The Committee on Permanent Organization made the following report:

Your Committee on Permanent Organization recommend:

1. That the officers of this Association be a President, six Vice-Presidents and a Secretary.

2. That the State Superintendent, *ex officio*, be permanent President of the State Association.

3. That the six Presidents of the District Associations of County Superintendents, *ex officio*, be Vice-Presidents of this organization.

4. We recognize the efficient services of Superintendent Gaither as Secretary of the Association since its organization, but we are of the opinion that the work in the future will require a permanent Secretary,

and we think it advisable that the records be kept in the office of the State Superintendent. Your committee, therefore, recommend that for the present Mr. E. C. Brooks be made Secretary of the Association.

5. We recommend that there be an Executive Committee of five members appointed by the President of the Association, and that, among other duties, this committee shall assist in the arrangement of the programme, and the programme thus arranged shall be the regular order for the Association, not to be displaced except upon motion.

6. We recommend that the President of the Association be Chairman *ex officio* of the Executive Committee.

7. That the rules of procedure of the Association at each annual meeting shall be the rules adopted by the House of Representatives of the preceding General Assembly of North Carolina.

8. Your committee recommend the following divisions, with their component counties, as well as the accompanying nomenclature:

(1). *Northeast District*—Currituck, Camden, Pasquotank, Gates, Hertford, Northampton, Halifax, Bertie, Chowan, Perquimans, Dare, Tyrrell, Washington, Martin, Edgecombe, Nash, Pitt, Beaufort, Hyde, Pamlico.

(2). *Southeast District*—Craven, Carteret, Lenoir, Jones, Greene, Wilson, Wayne, Johnston, Harnett, Sampson, Duplin, Onslow, Pender, Bladen, Cumberland, Scotland, Columbus, Brunswick, New Hanover.

(3). *East Central District*—Warren, Vance, Granville, Person, Caswell, Rockingham, Stokes, Forsyth, Guilford, Alamance, Orange, Durham, Franklin, Wake, Chatham, Randolph, Davidson, Montgomery, Moore, Richmond.

(4). *West Central District*—Surry, Alleghany, Ashe, Wilkes, Watauga, Yadkin, Davie, Iredell, Alexander, Caldwell, Catawba, Rowan, Stanly, Cabarrus, Mecklenburg, Lincoln, Gaston, Union, Anson, Cleveland.

(5). *Western District*—Mitchell, Burke, McDowell, Yancey, Madison, Haywood, Buncombe, Rutherford, Polk, Henderson, Transylvania, Jackson, Swain, Macon, Graham, Clay, Cherokee.

W. H. RAGSDALE,
C. W. MASSEY,
T. A. SHARPE.

The Committee on Resolutions made their report, and upon motion of Mr. White, the entire report was laid upon the table.

The Committee on Obituaries and Resolutions reported as follows:

We find that, since the last meeting of the Association of County Superintendents of North Carolina, S. F. Venable, Superintendent of Buncombe county; A. S. Doane, Superintendent of Currituck county, and W. C. King, Superintendent of Cherokee county, have been called from their earthly service to a higher sphere, where we believe they rest from their labors.

Superintendent S. F. Venable, of Buncombe county, was one of the most active, vigilant and aggressive workers in the State of North Carolina. The schools and the school fund of his county were watched and guarded with the greatest care and diligence. His county and our Association have lost a valuable citizen and co-worker in education.

W. C. King, of Cherokee county, was elected Superintendent in July, 1903, and departed this life in September following, scarcely having entered upon the duties of his office.

A. S. Doane, of Currituck county, died nearly one year ago. He was a good man, and his death causes a great loss to his county.

Be it, therefore,

Resolved 1st. That the cause of education has lost three strong friends, the State three valuable citizens, and their counties each a good man and neighbor.

2d. That while we regret the loss of their association and help, we submit to the dispensations of Providence, and believe that all things work for good to them who love God.

3d. That a copy of these resolutions be spread upon the minutes of this Association and a copy be sent by our Secretary to the family of each deceased Superintendent.

Respectfully,

C. W. HOWARD,
J. A. ANTHONY,
R. A. SENTELL.

Mrs. W. R. Hollowell, of Goldsboro, President of the Woman's Association for the Betterment of Public School-houses and Grounds, was present and gave a very interesting report of the work of this organization.

The Governor, Secretary of State and Auditor were present, and, being called upon, made encouraging remarks.

Representatives from the University, A. and M. College, Wake Forest and other educational institutions were present and made short speeches.

The programme was then taken up in the following order:

Explanation of the Grimes and Cunningham Prizes.

1. The Apportionment of the Second Hundred Thousand Dollars for a Four-months School Term. Discussion conducted by State Superintendent.
2. General Discussion of the School Law and its Execution.
3. Some Suggestions to Those Beginning to Teach Agriculture—Dr. F. L. Stevens, of the A. and M. College.
4. Emphasis of the Essentials in the Public School Course—Superintendent John C. Scarborough, of Hertford.
5. General Discussion.

AFTERNOON SESSION, 8 P. M.

1. Practical Hints on Teaching About Crops and Farm Animals—Dr. C. W. Burkett, of the A. and M. College.
2. How Teachers May be Encouraged and Stimulated to Promote Attendance and Advancement of the Children. Discussion led by Superintendent J. C. Kittrell, of Vance.
3. The Problem of Attendance—Superintendent W. M. Thompson, of Onslow.
4. Course of Study in the Public Schools, and Advancement of Children from Year to Year—Superintendent C. W. Massey, of Durham.
5. General Discussion.
6. Organization of District Association of County Superintendents.

THURSDAY EVENING.

By invitation, the State Association of County Superintendents met with the State Literary and Historical Association in Pullen Hall of the Agricultural and Mechanical College.

FRIDAY MORNING, NOVEMBER 13.

Farewell meeting in the Hall of the House of Representatives.

The Secretary stated that ninety-two County Superintendents had attended the Association.

THE ORGANIZATION OF DISTRICT ASSOCIATION OF COUNTY SUPERINTENDENTS.

NORTHEAST DISTRICT.

Superintendent W. H. Ragsdale, of Pitt, President.

Superintendent J. M. Watson, of Hyde, Vice-President.

Superintendent A. S. Harrison, of Halifax, Secretary.

COMMITTEE ON TIME, PLACE AND PROGRAMME.

Superintendent W. G. Gaither, of Hertford.

Superintendent P. J. Long, of Northampton.

Superintendent R. M. Davis, of Edgecombe.

SOUTHEAST DISTRICT.

Superintendent Ira T. Turlington, of Johnston, President.

Superintendent E. T. Atkinson, of Wayne, Vice-President.

Superintendent James W. Hays, of Wilson, Secretary.

COMMITTEE ON TIME, PLACE AND PROGRAMME.

Superintendent S. M. Brinson, of Craven.

Superintendent F. T. Wooten, of Columbus.

Superintendent J. H. Ferrell, of Sampson.

EAST CENTRAL DISTRICT.

Dr. W. S. Long, of Alamance, President.

Superintendent C. W. Massey, of Durham, Vice-President.

Superintendent J. C. Kittrell, of Vance, Secretary.

This committee is also the Committee on Time, Place and Programme for this district.

WEST CENTRAL DISTRICT.

Superintendent J. A. Butler, of Iredell, President.

Superintendent R. J. Cochran, of Mecklenburg, Vice-President.

Superintendent C. C. Wright, of Wilkes, Secretary.

This committee is also the Committee on Time, Place and Programme for this district.

WESTERN DISTRICT.

Superintendent R. A. Sentell, of Haywood, President.

Superintendent W. M. Justice, of Polk, Vice-President.

Superintendent R. L. Moore, of Madison, Secretary.

COMMITTEE ON TIME, PLACE AND PROGRAMME.

Captain W. T. R. Bell, of Rutherford.

Superintendent J. W. Morgan, of Henderson.

Superintendent G. M. Fleming, of Clay.

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